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ABSTRACT

Based on thirteen examples of humanities programs across the U.S., this book attempts to address the question of what an effective core humanities curriculum should include. It looks at issues such as course requirements, standardized versus more flexible programs of learning, and the question of how responsive such programs should be to current trends in education. Other issues addressed include the integration of non-Western texts, the use of interdisciplinary approaches, and varying methods of organizing humanities programs. The document examines, for each program example, student and alumni response to the programs, faculty recruitment and retention, the curriculum itself, and pedagogical issues. Some common attributes are found among the programs discussed. Most programs include a multi-term approach which looks at the great issues from a variety of perspectives and involves multiple disciplines. All of the programs emphasize the involvement of faculty in guiding students' general education. Primary texts are utilized across the spectrum, and a chronological approach is common. Differences among the programs include original design, and the use of innovation in the face of challenges, insights, and opportunities. (HB)

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